

Exploring Expository Text

Lesson Preparation

Daily Lesson 10	READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.Fig19A E1.15Ci		E1.13A E1.15Aiii	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. <p>— How does making connections to a text impact understanding?</p>		<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. <p>— What can writers do to help readers make connections to the text?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Connect 		<ul style="list-style-type: none"> Analytical essay Thesis statement 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Independent Reading text (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Analytical essay (1 per student) Note card (1 per student) 	
Attachments and Resources				
Advance Preparation	1. Prepare to display visuals as appropriate		1. Prepare to display visuals as appropriate. 2. Use the conclusion from the example presentations in Reading Daily Lesson 09 to create an example of an analytical essay. Prepare to model planning an essay, focusing on purpose, audience, thesis statement, and textual support.	
Background Information	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections to include personal and world connections, thoughts, and responses to informational texts and media."</i>		Thesis – a statement or premise supported by arguments; the subject or theme of a speech or composition This Instructional Routine partially assesses Performance Indicator: <i>"After reading an expository text about a specific current event, prepare a visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding."</i>	
Teacher Notes	.		For this Instructional Routine , you will be using the final draft of your analytical essay as a model; however, you will need to use your drafts for Daily Lessons 10-16 to model the writing process addressed in the	

Daily Lesson 10	READING	WRITING
		lessons.

Instructional Routines

Daily Lesson 10	READING		WRITING	
	Duration and Objective		Duration and Objective	
	Suggested Duration: 10 min.		Suggested Duration: 40 min.	
	Content Objective: Students connect to an excerpt from their independent reading text.		Content Objective: Students identify parts of an analytical essay and apply this knowledge to create a thesis statement for their own essay.	
Mini Lesson	<ol style="list-style-type: none"> 1. Display Handout: IR Book Page. 2. Students come to class with one short excerpt (no more than two sentences) that they previously annotated because they found it particularly interesting, insightful and/or impactful. The excerpt should be written at the top of a new page in the Reader's Notebook. 3. Underneath the excerpt, students should reflect on its meaning in writing. Students' written responses may answer the following questions: <ul style="list-style-type: none"> • Why did you select this excerpt? • What did you find interesting, insightful and/or impactful? • How does the excerpt you selected change or confirm a belief you previously held? 		<ol style="list-style-type: none"> 1. Have students create a page in the Writer's Notebook titled "<i>Analytical Essay</i>." 2. Remind students of the Performance Indicator. Clarify expectations as needed. 3. Display the prepared analytical essay and read it aloud with students. 4. Ask: Based on the essay we just read, what is the purpose of an analytical essay? Annotate as you discuss responses. 5. Ask: Based on this essay, what are some necessary components of an analytical essay? Annotate and discuss responses. Responses should include a thesis statement, supporting textual evidence, paragraph transitions, introductory and concluding paragraphs, organizational structure, focus on audience, consistent voice, rhetorical devices, and proper conventions and mechanics. 6. Ask students to discuss the two following questions with an Elbow Partner: Who is the intended audience for the essay? Did the author effectively and consistently relate to that audience? Discuss responses. 7. Instruct students that they will use the conclusion from the presentations about a current event to create a thesis for an analytical essay that is appropriate and effective for the designated audience. 	

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		<p>8. Display the prepared conclusion from Daily Lesson 9 about the current event and the thesis statement for the teacher prepared essay. Ask students to trace how the author used the conclusion to write a thesis. Ask: What might have been the thought process in writing the thesis? What are the key elements in a thesis?</p> <p>9. Ask: Which sentences relate directly to the thesis? Explain that each sentence should relate to the thesis.</p> <p>10. Think Aloud to consider the textual evidence for the model analytical essay. Show students two examples of the textual evidence used to support the thesis. Remind students that if they don't provide textual evidence as support, then their thesis will be unsubstantiated.</p>
Learning Applications	<p>1. Students make a written connection explaining an excerpt from their independent reading text.</p>	<p>1. Students review their conclusions from the presentations in Daily Lesson 9, write a thesis statement for their analytical essay and begin planning support for their thesis.</p> <p>2. Students share their thesis statement with an Elbow Partner.</p> <p>3. Students modify their thesis based on peer response.</p>
Closure	<p>1. Ask: Why is it important to monitor the progress of our independent reading? Discuss responses.</p>	<p>1. Exit Slip: Students write their thesis and text evidence on a note card to turn in before they leave class.</p>